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ABSTRACT

This study was conducted primarily to determine the educational and employment activities of all of the graduates of Bucks County Community College since its founding. A secondary purpose was to elicit evaluative reactions from the graduates regarding the services available at the college. Of the 2,070 graduates who received a mailed questionnaire, 1,307 (63%) responded. Over two-thirds of the graduates entered the college directly from high school. While attending college, 76% of the graduates held some form of part-time employment with 52% working a minimum of 16 hours per week. In spite of this and the fact that 23% changed their academic major at least once, over two-thirds (68%) graduated in four semesters or less, excluding summer sessions. Upon graduation, 51% transferred immediately to four-year colleges as full-time students, and 29% obtained full-time employment. As to the status of the graduates at the time of the study, 40% were employed full-time, 37% were full-time undergraduate students, 7% were part-time undergraduate students, and 2% were full-time graduate students. The graduates indicated that their academic advisors and the Admissions Office were the two most helpful counseling sources. The vast majority found the college to have been at least partially successful in meeting their individual objectives, interests, and abilities. Of the graduates, 86% plan to continue their education. The questionnaire used in the study is provided in an appendix. (Author/DB)

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Office of Institutional Research
BUCKS COUNTY COMMUNITY COLLEGE

FOLLOW-UP STUDY OF BUCKS COUNTY COMMUNITY COLLEGE GRADUATES 1965 - 1972

JC 730 250

Newtown, Pennsylvania 18940

January, 1973

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FOREWORD

Bucks County Community College enrolled its first students in September, 1965. During the seven years from September, 1965 through September, 1972, 2151 students have earned an associate degree at Bucks County Community College. These students, following graduation, may transfer into four-year or upper-division colleges or enter the labor market.

The Follow-up Study of Bucks County Community College Graduates from 1965 to 1972 was conducted by the President's Office throughout the summer and fall of 1972. It was undertaken in recognition of the continuing need to furnish productivity data on what happens to our graduates and to evaluate the College's programs and services.

Mr. Richard E. Mellin of the President's Office assumed the major responsibility for initiating the study and devising the questionnaire used. Appreciation should be expressed to all other staff and faculty personnel who aided in a multitude of ways in the development of this study. Special appreciation is expressed to Miss Nancy Fletcher for her diligent work in both the mailing and follow-ups of the questionnaire and the typing of this final report.

This survey will have been a benefit to the College if the information presented and analyzed will serve as another step in the continuous process of institutional self-evaluation. It is primarily from the students who have attended our College that we can learn its strengths, its weaknesses and its needs for the future.

Jack Mahon

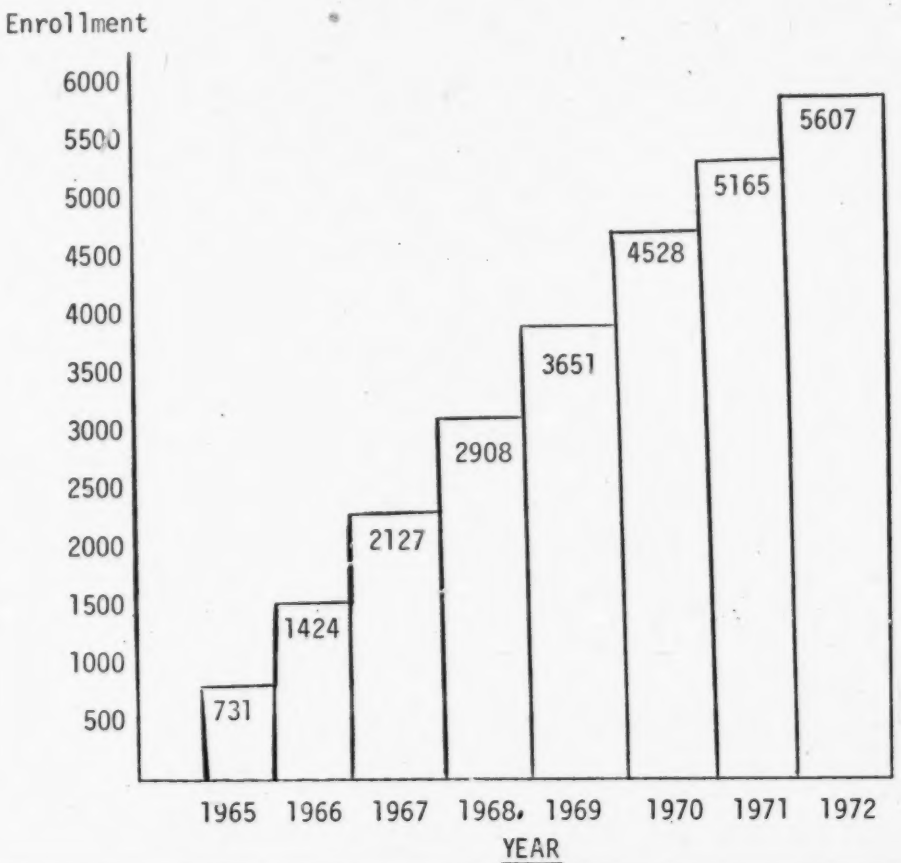
Assistant to the President

INTRODUCTION

The growth of community colleges in the United States has increased rapidly during the past twenty years, especially since the early 1960's. Bucks County Community College was founded in 1964 in order to provide a low cost, open-door, and accessible institution of higher education for all adult residents of Bucks County. Since its founding this College has witnessed constant growth in enrollment. (Figure I)

Figure I

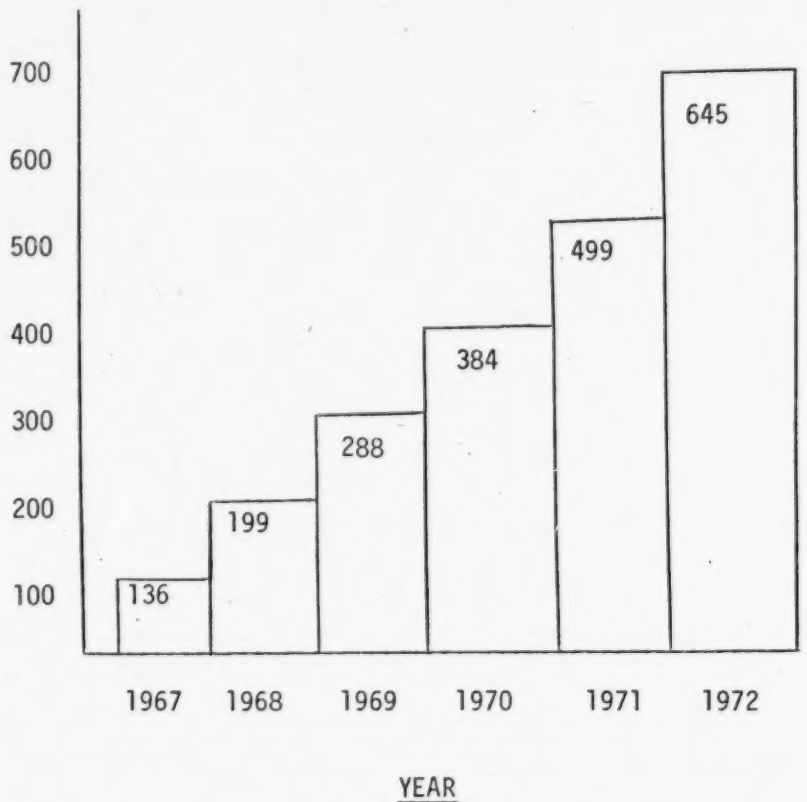
Fall Enrollment in Bucks County Community College, 1965-1972



Likewise the number of graduates has risen steadily since 1967. (Figure II) In all, 2151 students have received the associate degree since the College was founded.

Figure II

Graduates of Bucks County Community College, 1967-1972



While students attend community colleges for a variety of reasons - to take a course for personal enrichment, to develop a particular career, to transfer to a four year college or to make better use of one's leisure time - the traditional criterion for measuring the success or failure of an educational institution has been the calibre and qualifications of its graduates. There is some question today whether this criterion should have the importance that historically has been assigned to it. Youth questions the necessity of a college degree and the tightening labor market lends evidence to support this stand. Competition for students has never been greater and it is not necessary for one to possess an associate degree in order to transfer into a four-year college. A combination of part-time enrollment and part-time employment is the fashion of the day.

Nevertheless, a study of graduates provides the institution and its various departments and offices with necessary feedback from those who have had the opportunity to utilize the knowledge and skills developed at Bucks County Community College in further formal education and career opportunities.

Objectives of the Study

The purpose of this follow-up was to provide descriptive information concerning the educational and employment patterns of the graduates from Bucks County Community College. In addition, this study elicited evaluative reactions from the graduates in order to improve the academic, administrative and student personnel services.

Specifically, this follow-up study sought reliable information which could be used for the following:

1. to provide current information on the educational and employment patterns of Bucks County Community College graduates,
2. to determine how effectively the College is meeting the educational and career needs of its students,
3. to provide feedback from graduates on the curriculum, teaching and administrative services of the College, and
4. to seek suggestions from graduates on how the Bucks County Community College experience could be improved.

Procedure

The questionnaire (Appendix A) was developed in early 1972. It was field tested using college employees who had graduated from one of the College's programs. Initially it was intended to survey all of the College's graduates through January, 1972. Each student was contacted twice by mail. The first questionnaire was sent in June, 1972, requesting a return in the enclosed self-addressed, stamped envelope. During the first week of August a second questionnaire with a covering letter (Appendix B) from the Assistant to the President, William H. Feddersen, was sent to those graduates who had not yet responded. Mailing lists of graduates' names and addresses were obtained from the Computer Center.

In early August it was decided to include the 1972 May and August graduates in this survey. The same questionnaire was sent with a covering

letter (Appendix C) in September, 1972. A second letter with a covering letter was mailed in October, 1972, to those graduates who had not yet responded. Both mailings included stamped, self-addressed, return envelopes.

The analysis of the data consisted of item tallies for the total sample on the entire questionnaire. This report is divided into the following two sections: information relating to their educational and employment experiences since graduating and their evaluation of their experiences while attending Bucks County Community College.

Questionnaire Return Information

There were 1633 graduates from Bucks County Community College between 1965 and January, 1972. All of these individuals were contacted by mail but 81 envelopes were returned because of incorrect address. Of the remaining 1552 graduates who received their survey questionnaire, replies were received from 915 or 59 per cent.

There were 518 graduates from Bucks County Community College in May and August of 1972. All of these individuals received mailed questionnaires. Replies were received from 392 or 76 per cent.

The results indicated in the following pages, therefore, were gained from 1307 Bucks County Community College graduates, or a return rate of 63 per cent of all graduates who received questionnaires.

RESULTS

Student Characteristics

A comprehensive community college earns its title, in part, from the diverse student clientele it serves. While one would anticipate the vast majority of entering students to come directly from high school, there should also be room and opportunities for individuals from other walks of life. (See Table I) Over two-thirds (68 per cent) of the graduates entered Bucks County Community College directly from high school. The effect of the Viet Nam conflict is very much in evidence with seven per-cent enrolling shortly after serving their military obligation. The desire for individuals currently employed to take courses that lead to associate degrees is supported by the fact that 11 per cent of the graduates had worked for a period of time before enrolling. One of the most interesting figures is the one that indicates that five per cent of the graduates transferred to Bucks County Community College from a four year college or university. Traditionally one would expect students from two year colleges to transfer to four year institutions but the reverse trend is definitely occurring at Bucks.

The vast majority of those indicating "other" were housewives who came back to school, many after their families were raised, with the intent of starting a "second career." As one woman replied:

> "It was a wonderful experience for me to start college after so many years. It was a thrilling experience for me to meet my most cherished career in life. It also was an honor to be able to graduate from college with my two sons who had completed

their education - one who also graduated from Bucks County Community College."

TABLE I

Graduates' Status Upon Entering Bucks County Community College

Status	N	%
Entered directly from high school	871	68
Entered shortly after military service	89	7
Entered after working for a period of time	140	11
Transferred from a community/junior college	10	1
Transferred from a four-year institution	57	5
Other	105	8

The employment patterns of Bucks County Community College graduates while students also indicates a considerable divergence. (See Table II) While 24 per cent of the graduates did not work while attending the College, another 23 per cent worked an average of 16 to 20 hours per week and 11 per cent worked in excess of 30 hours every week. In total, 76 per cent of the Bucks County Community College graduates indicated that they were employed at least part-time during their enrollment at the College.

Resulting in part from the employment patterns of Bucks County Community College students, one would expect to find a considerable number of them requiring more than four semesters to complete an associate degree. Over two-thirds (68 per cent) of the Bucks County Community College graduates, however, required no more than four semesters to receive

TABLE II

EMPLOYMENT PATTERNS OF BUCKS COUNTY COMMUNITY COLLEGE STUDENTS

Employment Pattern	N	%
Did Not Work	308	24
Less than 6 Hours	34	3
6-10 Hours	115	9
11-15 Hours	160	12
16-20 Hours	287	23
21-25 Hours	152	12
26-30 Hours	75	6
Over 30 Hours	140	11

their degree. An additional 19 per cent required five semesters to earn their degrees and it took another 13 per cent over five semesters to complete their studies. As one graduate remarked:

> "I am and shall always be grateful for the opportunity accorded me at Bucks. Perhaps I attended longer than most students, but this was due to economic reasons. I have already been accepted at Rider College this September."

Another factor involved in prolonging the time required to earn a degree is the number of times a student changes his or her academic major. Although 77 per cent of the graduates indicated that they never changed their major once enrolled, another 20 per cent changed it once and three per cent changed it at least twice. Each change could possibly delay the reception of a degree, especially if the course requirements for the new major bears little resemblance to the former major.

Post-Graduation Patterns

Institutions of higher education are continually being called upon to provide evidence of their productivity. In recognition of this need, as well as the institution's own realization that evaluation by its graduates is essential in assessing the effectiveness of its efforts, the graduates were asked to indicate their status immediately after graduating from Bucks County Community College.

As indicated in Table III the two major subgroups of graduates are those who continue as full-time students in another institution of higher education and those who gain full-time employment. These two groups alone account for 80 per cent of Bucks County Community College graduates. The remaining graduates tended to divide themselves rather evenly among various combinations of employment, student, military and housewife duties. A considerable number of the "other" category indicated that they traveled the year after graduation.

TABLE III

Status Immediately after Graduating from Bucks County Community College

Status	N	%
Military Service	29	2
Employed full-time	362	29
Employed part-time	40	3
Employed full-time/P-T student	39	3
Student full-time	648	51
Student part-time	12	1
Student part-time/P-T employed	24	2
Housewife	23	2
Other	92	7

Appendix D relates the various institutions of higher education to which Bucks County Community College graduates have transferred. Annual Follow-up Studies by the Placement Office and this study indicated that Bucks County Community College graduates have transferred to a total of 238 institutions of higher education in 48 states, Germany, Mexico and Puerto Rico. An interesting point of this study is the fact that over three-fourths (76 per cent) of the graduates transferred to the following 16 institutions of higher education:

1.	Pennsylvania State University	14%
2.	Temple University	10%
3.	Trenton State College	9%
4.	West Chester State College	8%
5.	Rider College	7%
6.	Millersville State College	6%
7.	East Stroudsburg State College	4%
8.	La Salle College	3%
9.	Bloomsburg State College	3%
10.	Shippensburg State College	3%
11.	Delaware Valley College of Science and Agriculture	2%
12.	Manfield State	2%
13.	Kutztown State College	2%
14.	Drexel University	1%
15.	Lock Haven State College	1%
16.	Indiana University of Pennsylvania	1%

While there is a definite local geographical preference in these choices, there is also ample evidence in Appendix D to support the contention that Bucks County Community College graduates are accepted into the finest four year colleges and universities in our country.

When questioned whether or not they experienced any difficulties in transferring, 83 per cent replied no and 17 per cent replied yes. An analysis of those replying yes indicates that most of these students experienced some difficulty in getting all of their credits accepted. Some four year colleges had placed an arbitrary limit on the number of credits they would accept from any community college. In most instances where a limit was imposed, it was 60 credits. The associate degree program at Bucks County Community College until 1972, however, required 64 credits. Thus, those students who had completed their degree requirements may have lost four credits in the transfer. Most four year institutions have since dropped that limit. Another problem encountered was the fact that some students decided to change majors once they transferred and found that while the institution they transferred to accepted all of their credits, some of these credits could not be applied toward a degree in the new major. Thus, they may have had to go an extra summer to pick up additional credits.

Of those who had transferred to a four-year college or university upon graduation from Bucks County Community College, 272 or 38 per cent replied that they had received a baccaulareaute degree. An analysis of their academic majors shows that over 83 per cent of them earned degrees in the following six areas: elementary education, business administration, secondary education, liberal arts, accounting and biology.

Of the remaining graduates who had transferred directly from Bucks County Community College to some other institution of higher education, 92 per cent are currently enrolled as either full-time or part-time students at that institution or at another college or university that they have since transferred to. These figures indicate an exceptionally high degree of success for Bucks County Community College transferring graduates.

The other major segment of Bucks County Community College graduates who directly entered either full or part-time employment upon graduation also indicated a high degree of success. In times when the overriding concern of most college graduates is their ability to secure a job to begin a career, 95 per cent of the Bucks County Community College graduates who were employed on either a full or part-time basis immediately after graduating from the College indicated that they did not encounter any problems in securing those positions. Appendix E is a partial list of employers of Bucks County Community College graduates.

Once hired, the graduates indicate considerable stability with their employer but there is also the chance to change positions. Although 61 per cent of those graduates have remained in the full-time position they held when they graduated from Bucks County Community College, 31 per cent have changed positions once and 8 per cent have held three or more full-time positions since they graduated.

A comparison between the starting annual salary ranges and their current annual salary ranges is further evidence of the ability of Bucks County Community College graduates to advance since hired. As shown in

Table IV, the current annual salary ranges do indicate a slight increase in percentage of Bucks County Community College graduates earning higher salaries. While not the exclusive determinant of either an individual's success or happiness with a given position, it is an indication of a person's value in his or her employer's eyes.

TABLE IV

Annual Salary Ranges of Graduates

Salary Ranges	Starting	Current
0 - 5,999	48%	34%
6,000 - 7,999	35%	31%
8,000 - 9,999	12%	22%
10,000 - 11,999	3%	8%
12,000 or more	2%	5%

While Bucks County Community College may initially be primarily concerned with placing a graduate in a position that he or she is capable of filling, the College is also concerned with the graduate's satisfaction within those positions. Replies from graduates indicated an overall satisfaction with their positions. Over three-fourths (77 per cent) of these responding indicated that, overall, they felt superior or good regarding their positions. Specifically, 92 per cent felt they had superior or good relations with their colleagues, 79 per cent indicated a superior or good satisfaction as far as the interesting nature of their work, and 72 per cent gave similar ratings to the challenging nature of their position. In addition over four-fifths of those replying found both the opportunity for advancement and their salary schedules at least fair.

Information was also sought relating to the current status of Bucks County Community College graduates. As seen from Table V, the two largest groups remain those employed full-time and those enrolled as undergraduate students on a full-time basis. A very interesting statistic is that which indicates that two per cent of Bucks County Community College graduates are currently enrolled in graduate school, most of them on a full-time basis. This table is further evidence that a community college education need not be a "terminal" education but does provide a means for an individual to realize his or her own potential.

TABLE V

Current Status of Bucks County Community College Graduates

Status	N	%
Military Service	20	2%
Employed full-time	515	40%
Employed part-time	18	1%
Employed full-time/P-T student	26	2%
Student full-time	475	37%
Student part-time	74	6%
Student part-time/P-T employed	4	1%
Graduate Student	32	2%
Housewife	44	3%
Other	79	6%

It has long been recognized that education is a life long process in our society and one's graduation from a community college is not necessarily the final contact an individual has with an institution of higher education. Responses to the survey indicated that 86 per cent of the Bucks County Community College graduates plan to continue their education at either the undergraduate or graduate level. Specifically,

36 per cent plan full-time work and 22 per cent plan part-time work at the undergraduate level while 8 per cent plan full-time and 20 per cent plan part-time work at the graduate level. Apparently a flame for learning was lit at Bucks County Community College which will continue in their lives for years to come.

Evaluation of College Experience

One of the primary functions of a community college is to provide a wide variety of counseling services to meet the specific needs of a diverse student population. The respondents to the questionnaire indicated the following ranking in sources of counseling that were most helpful to them while enrolled:

1. Academic Advisors
2. Admissions Office
3. Counseling Center Staff
4. Placement Office
5. Financial Aid Office

Since all students were assigned to academic advisors, and in most instances would meet with this person at least once every semester to plan their class schedule, this person often times had the most contact with the student. In a similar fashion, the Admissions Office comes into contact with all students when they enter Bucks County Community College whereas the Counseling Center, Placement Office and Financial Aid Office are primarily involved with students only after the student has initiated the contact. One would also expect to see the Financial Aid Office coming in contact with fewer students than any of the above mentioned offices

because the needs met by this office are quite specific.

The opportunity for involvement in student activities was found to be good or excellent by two-thirds of the graduates. This represents a very high rating, especially when one considers that all of the students are commuters, a sizeable number are married, and 29 per cent had previously indicated that they worked at least 20 hours per week while they were enrolled at Bucks County Community College.

The true measure of a community college's value to its students can be found in the ability of that institution to meet their educational and career objectives. Table VI relates the responses of Bucks County Community College graduates when asked to evaluate their programs of study and experiences at the College with their own objectives, interests and abilities. The vast majority found the College to have been at least partially successful in meeting their objectives. The ability of the College to remain as responsive in the future is critical to its continued viability.

TABLE VI

Evaluation of Programs and Experiences at Bucks County Community College

	Very Much So	Partially	Not at All
Program of Study Met Educational Objectives	65%	33%	1%
Program of Study Compatible with Interests and Abilities	64%	33%	2%
Experiences at Bucks County Community College met Personal Objectives	58%	38%	2%
Experiences at Bucks County Community College compatible with Current Interests and Abilities	50%	41%	6%

DISCUSSION

The overall picture of the graduates of Bucks County Community College is one of a diverse student body pursuing a wide variety of academic programs in preparation for further education and employment. Almost one-third of these graduates entered Bucks County Community College from backgrounds other than being a high school student the previous four years. That this occurred during a time when the College had not yet had time to develop its current wide range of programs is an indication of the acceptance by many adults that Bucks County Community College was of value to them. Likewise, the College was able to adjust to the varying needs of its students as seen by the great number (78 per cent) who were employed at least part-time while enrolled and yet 86 per cent were able to complete the degree requirements within four or five semesters.

While the College has reduced the credits required for an associate degree from 64 to 60 credits and no longer mandates a specified core curriculum, other innovations must be explored if the College hopes to continue to attract the adult citizens of Bucks County.

Even the traditional college age students appear to favor an extended part-time enrollment over several years as opposed to full-time enrollment for four consecutive semesters. The current proposal for continuous enrollment is certainly a step in the right direction. Likewise, programs to attract students from different age groups, such as senior citizens who wish to continue to broaden their horizons, or particular occupational groups, such as apartment house managers or retail clerks, need to be

explored. The significant increase in evening students during the current spring semester indicates that advertising and publicizing Bucks County Community College offerings does bring results. Only by constantly comparing its efforts with its potential will Bucks County Community College be able to continue to provide worthwhile educational experiences to all adult citizens in Bucks County. As one graduate related:

> "The two years I spent at Bucks were a wonderful, warm, and rewarding experience for me. It was not easy to begin College at 43 years of age, but all of the teachers and students were so kind and helpful that I soon felt very comfortable . . ."

While the majority of graduates (57 per cent) transfer to four year colleges and universities, a sizeable number (32 per cent) are involved in full-time employment immediately upon graduation. In view of the national commitment to a more career oriented education, it would be well worth the College's effort to analyze its service area's manpower needs over the next five to ten years in order to prepare appropriate career programs for future students. In line with this, an evaluation by current employers of Bucks County Community College graduates might provide both valuable input into reforming current offerings, if necessary, as well as establishing valuable contacts for the possible employment of future graduates. There is little value in any career program that does not provide one with a salable skill. While the record to date has been excellent, as seen by the fact that 95 per cent of the graduates surveyed stated that they had no problems securing a position, it will require continued vigilence to achieve as high a rating in the coming years.

This is not to indicate that those students seeking to transfer

should be given any less attention. Since this survey indicated that over 75 per cent of those who transferred did enroll at 16 colleges and universities, it would be well worthwhile to emphasize continuous contacts with the admission's offices in these institutions in order to insure the maximum ease in transferring for Bucks County Community College students. Only though maintaining current information on four year colleges and universities will Bucks County Community College be able to guide its graduates in selecting the right college for them. A choice of institutions provides some leeway for graduates. As one graduate related:

> "After graduating in 1971, I had applied to seven four-year colleges with only a fair 2.63 grade average. I was accepted at all seven and all my credits were eligible for transfer."

It is difficult to assess, at this point in time, the total impact of Bucks County Community College upon the economy of Bucks County. Judging from the number of graduates who have become employed in Bucks County, either directly after graduating from Bucks County Community College or after attending another institution of higher education, as well as the increased percentage of graduates earning higher annual salaries, the goods and services procurred with College-generated income, jobs attributed to the presence of the College and College-related local business volume, it is safe to say that the economy of the County has benefited from the presence of the College. Too often institutions of higher education confine the impact of their services to individuals who have enrolled for academic work. Quite obviously the beneficial effects of Bucks County Community College go well beyond the campus boundaries.

SUMMARY

This study was conducted primarily to determine the educational and employment activities of all of the graduates of Bucks County Community College since its founding. A secondary purpose was to elicit evaluative reactions from the graduates regarding the services available at the College.

Of the 2070 graduates who received a mailed questionnaire, 1307, or 63 per cent, responded. This represented a rather high rate of return for a mailed questionnaire.

Over two-thirds (68 per cent) of the graduates entered Bucks County Community College directly from high school. The other one-third represented individuals who enrolled after either working for a period of time, serving their military obligation, transferring from another institution of higher education or those wishing to start a "second career", many of whom had been housewives.

While attending Bucks County Community College 76 per cent of the graduates held some form of part-time employment with 52 per cent working a minimum of 16 hours per week. In spite of this fact, and in spite of the fact that 23 per cent of the graduates changed their academic major at least once while enrolled at Bucks County Community College, over two-thirds (68 per cent) were still able to graduate in four semesters or less, excluding summer sessions.

Upon graduation fro Bucks County Community College over one-half (51 per cent) transferred immediately into four year colleges or universities as full-time students and 29 per cent gained full-time

employment. The remaining 20 per cent divided themselves among various combinations of employment, student, military and housewife duties. The vast majority of graduates experienced no problems in either transferring to another institution of higher education or in acquiring employment.

Regarding the present status of Bucks County Community College graduates, 40 per cent are employed full-time, 37 per cent are full-time undergraduate students, 7 per cent are part-time undergraduate students and 2 per cent are full-time graduate students. Of the remaining 14 per cent, most graduates indicated part-time employment, military or housewife as their present status.

The graduates indicated that their academic advisors and the Admissions Office were the two most helpful sources of counseling to them at Bucks County Community College. The opportunity for involvement in student activities was seen as good or excellent by two-thirds of those responding and the vast majority found the College to have been at least partially successful in meeting their individual objectives, interests and abilities.

Results also indicated that 86 per cent of the graduates plan to continue their education at either the undergraduate or graduate level.

It is hoped that these findings will benefit all areas of the College in the understanding of our students and in future directions.

RECOMMENDATIONS

While the study of the graduates resulted in much important information regarding the productivity of our graduates, it also pointed out areas where the College needs to do further study. In light of this, the following recommendations are offered:

1) A further analysis needs to be done to determine both the employment patterns and curriculum choices of graduates once they leave Bucks County Community College. Information was written on the questionnaire regarding the positions our graduates presently hold. This needs to be checked against their academic majors at Bucks County Community College to determine if these areas are related. Likewise 83 per cent of the Bucks County Community College graduates who have received bacculareate degrees indicated that they earned these degrees in six academic areas. This information needs to be compared with their academic majors at Bucks County Community College.

2) In view of the large number of graduates (76 per cent) who were employed at least part-time while enrolled as students, and a correspondingly lower number (30 per cent) who found the Placement Office to be the most helpful source of counseling for them, students

need to be made more aware of this office and its services. Student services which assist students in finding jobs both in the College and in the community must be emphasized.

3) In recognition of the current trend toward part-time enrollment and part-time employment, the College should continue to explore all possibilities that might lead to combining the academic with practical work experience, such as offered under Cooperative Education Programs. The more these elements are integrated, the much better prepared our graduates will be to make realistic career decisions.

These are the directions presented by this study. As persons connected with the College become acquainted with the study, additional directions should be developed.

APPENDIX A

The Questionnaire

BUCKS COUNTY COMMUNITY COLLEGE
Newtown, Pennsylvania
18940

FOLLOW-UP OF ALL GRADUATES

Dear Alumnus:

ucks County Community College is making a concerted effort to learn about our graduates and to assess the effectiveness of our educational programs. The success of this effort will depend directly on your cooperation in completing his questionnaire.

The questionnaire is designed so that you need only respond to those statements which pertain specifically to you. This saves time and maximizes your contribution. When directed to GO TO QUESTION....proceed to that question and continue responding. Complete the questionnaire and return it to us in the enclosed self-addressed, stamped envelope. Your responses will be maintained in strict confidence with only group responses being reported. (Note: If the address printed on the label is inaccurate, please correct it in the space provided.)

1. Which best describes your status when you first entered BCCC?

- ☐ Entered directly from high school.
- ☐ Entered shortly after military service.
- ☐ Entered after working for a period of time.
- ☐ Transferred from another community/junior college.
- ☐ Transferred from a four-year institution.
- ☐ Other (specify): _____

2. How many hours per week did you work while attending BCCC?

☐ Did not work	☐ 6-10 hours	☐ 16-20 hours	☐ 26-30 hours
☐ Less than 6 hours	☐ 11-15 hours	☐ 21-25 hours	☐ Over 30 hours

3. How many semesters (excluding summer sessions) were you enrolled at BCCC before receiving your degree?

☐ One ☐ Two ☐ Three ☐ Four ☐ Five ☐ Over Five

4. Did you change your major field of study while you were a student at BCCC?

☐ No ☐ Yes, once ☐ Yes, twice ☐ Yes, more than twice

5. Please check the response which indicates what your status was immediately after graduating from BCCC:

- ☐ In military service. . . . . .GO TO QUESTION 6
- ☐ Employed full-time . . . . . .GO TO QUESTION 12
- ☐ Employed part-time . . . . . .GO TO QUESTION 12
- ☐ Student full-time. . . . . .GO TO QUESTION 7
- ☐ Student part-time. . . . . .GO TO QUESTION 7
- ☐ Part-time student/P-T employed . . .GO TO QUESTION 7
- ☐ Housewife . . . . . .GO TO QUESTION 16
- ☐ Other (specify): _____

_____

_____. . . . . .GO TO QUESTION 16

6. Branch of service: _____ Rank: _____
   Responsibility: _____
   _____
   _____ . . . . . .GO TO QUESTION 16

7. What college/university did you transfer to?
   Name: _____ State: _____

8. Did you experience any difficulties in transferring?
   - ☐ No
   - ☐ Yes; (specify): _____

9. Are you currently enrolled at that institution?
   - ☐ Yes; full-time . . . . . GO TO QUESTION 23
   - ☐ Yes; part-time . . . . . GO TO QUESTION 23
   - ☐ No

0. Have you graduated from that or any other institution?
   - ☐ Yes; date: _____ degree: _____ program: _____
     Institution: _____ GO TO QUESTION 16
     date: _____ degree: _____ program: _____
     Institution: _____ GO TO QUESTION 16
   - ☐ No

1. Are you enrolled full-time at another school?
   - ☐ Yes; undergraduate school . . . . . GO TO QUESTION 23
   - ☐ Yes; graduate school. . . . . GO TO QUESTION 23
   - ☐ No. . . . . GO TO QUESTION 16

2. Who was your first employer after graduation?
   Name: _____ Address: _____
   Job Title: _____ _____ Zip _____

3. Did you encounter problems in securing that position?
   - ☐ No
   - ☐ Yes; (specify): _____
     _____

4. Give a short job description of that position. _____
   _____
   _____

5. Are you currently employed at that position?
   - ☐ Yes. . . .GO TO QUESTION 20
   - ☐ No . . . .GO TO QUESTION 17

6. What is your current status?
   - ☐ In military service . . . . . .GO TO QUESTION 23
   - ☐ Employed full-time. . . . . .GO TO QUESTION 17
   - ☐ Employed part-time. . . . . .GO TO QUESTION 17
   - ☐ Undergraduate student full-time . . . . .GO TO QUESTION 23
   - ☐ Undergraduate student part-time . . . . .GO TO QUESTION 23
   - ☐ Graduate student full-time. . . . . .GO TO QUESTION 23
   - ☐ Part-time student/part-time employed. . .GO TO QUESTION 23
   - ☐ Housewife . . . . . .GO TO QUESTION 23
   - ☐ Other (specify): _____
     _____ . . . .GO TO QUESTION 23

17. Who is your current employer?

Name: _____ Address: _____

Job Title: _____ _____ Zip

18. Give a short job description of your position. _____

_____

19. How many full-time positions have you held since graduation?

☐ One ☐ Two ☐ Three ☐ More than three

20. What was your starting annual salary range?

☐ 0 - 5,999 ☐ 8,000 - 9,999
☐ 6,000 - 7,999 ☐ 10,000 - 11,999 ☐ 12,000 or more

21. What is your current annual salary range?

☐ 0 - 5,999 ☐ 8,000 - 9,999
☐ 6,000 - 7,999 ☐ 10,000 - 11,999 ☐ 12,000 or more

22. How satisfied are you with the position? (Rate each category by checking the appropriate box.)

	Superior	Good	Fair	Poor
Challenging work	☐	☐	☐	☐
Interesting work	☐	☐	☐	☐
Good relations with colleagues	☐	☐	☐	☐
Opportunity for advancement	☐	☐	☐	☐
Salary	☐	☐	☐	☐
Overall	☐	☐	☐	☐

23. Which sources of counseling were helpful to you at BCCC?

	Most Helpful	Less Helpful	No Help
Placement Office	☐	☐	☐
Admissions Office	☐	☐	☐
Counseling Center Staff	☐	☐	☐
Financial Aid Office	☐	☐	☐
Academic Advisors	☐	☐	☐
Other (specify):	☐	☐	☐

_____

24. How would you rate the opportunity for involvement in student activities at BCCC?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ No interest

25. Did your program of study at BCCC meet your educational objectives?

☐ Very much so ☐ Partially ☐ Not at all ☐ Do not know

26. To what extent was your program of study compatible with your interests and abilities when you were at BCCC?

☐ Very compatible ☐ Partially ☐ Not at all ☐ Do not know

27. Did your experience at BCCC meet your personal objectives?

☐ Very much so ☐ Partially ☐ Not at all ☐ Do not know

28. How compatible were your experiences at BCCC with your current interests and abilities?

☐ Very compatible ☐ Partially ☐ Not at all ☐ Do not know

29. Do you plan to continue your education?

☐ Yes; full-time at undergraduate level
☐ Yes; full-time at graduate level
☐ Yes; part-time at undergraduate level
☐ Yes; part-time at graduate level
☐ No

30. Do you have any comments, explanations, or suggestions related to your career preparation or the College in general? (Use the space below for your answer.)

YOUR TIME AND CONSIDERATION IN COMPLETING THIS QUESTIONNAIRE IS GREATLY APPRECIATED. THE INFORMATION YOU HAVE PROVIDED WILL BE VERY VALUABLE TO BCCC.

APPENDIX B

First Covering Letter

BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA

OFFICE OF
THE PRESIDENT

July, 1972

Dear Alumnus:

Several weeks ago we sent you a questionnaire designed to secure information about your feelings and experiences with the educational programs at Bucks County Community College. Perhaps you meant to respond but have not yet found time. I have enclosed a second copy of the questionnaire in case you misplaced the first.

Completing the questionnaire will take only about ten minutes of your time. We believe it is important to know how alumni feel about their experience at Bucks County Community College if current practice is to be improved. As an alumnus of this institution your experience and insight are invaluable.

Please be assured that your responses will be kept completely confidential. Results will be reported in summary statistics. No individual will be identified in any way.

Your contribution to the success of the study is most important and deeply appreciated.

Sincerely yours,

William H. Feddersen

WILLIAM H. FEDDERSEN
Assistant to President

WHF/nf
7/18/72

APPENDIX C

Second Covering Letter

BUCKS COUNTY COMMUNITY COLLEGE
NEWTOWN, PENNSYLVANIA 18940

September, 1972

Dear Alumnus:

The Office of Institutional Research is undertaking a study of all graduates of Bucks County Community College. We believe it is important to know how alumni feel about their experience with the educational programs at Bucks if current practice is to be improved.

I hope that as a former student at Bucks you will be willing to share with us your insight and experience. The enclosed questionnaire should take only about ten minutes of your time. We think you may find it interesting.

Pleased be assured that your responses will be kept completely confidential. Results will be reported in summary statistics. No individual will be identified in any way.

Your contribution to the success of this study is most important and deeply appreciated.

Sincerely yours,

Jack Mahon

Jack Mahon
Administrative Assistant

JM/nf
9/72

Appendix D

Institutions of Higher Education to

which Bucks County Community College Graduates have Transferred

Colleges

Albright College
American University (D.C.)
Asbury College (Ky.)
Aschau Chiemgau (Germany)
Athens College (Ala.)
Beaver College
Bloomsburg State College
Bloomfield College
Boston School of Museum of Art
Boston State College
Boston University
Brooklyn College
Bryan College (Tenn.)
Bryn Mawr College
Butler University
California State College (Pa.)
Catonsville Community College (Md.)
Central College (Iowa)
Central Michigan University
Chadron State College (Nebr.)
Cheney State College
Chestnut Hill College
Clarion State College
College of Emporia (Kansas)
College of the Potomac (D.C.)
College of St. Thomas (Minn.)
College of Santa Fe'
College of Steubenville (Ohio)
College of William & Mary (Va.)
Colorado State University
Combs College of Music
Concord College (W. Va.)
Cooper Union College (N.Y.)
C.W. Post College
Davis Elkins College (W. Va.)
Dekalb College (Ga.)
Delaware Valley College of Sci. & Ag.
Drake University (Fla.)
Drew University
Drexel University
Duke University
Eastern Baptist College
Eastern College (Md.)
Eastern College (Pa.)
Eastern Kentucky State University
Eastern Mennonite College

East Stroudsburg State College
Edinboro State College
Elizabethtown College
Elmhurst College (Ill.)
Emerson College
Fairleigh Dickinson University
Fairmont State College (W.Va.)
Findlay College (Ohio)
Florida Atlantic University
Florida Institute of Technology
Florida International University
Florida Presbyterian College
Florida State University
Framingham State College (Mass.)
Franklin & Marshall College
Franklin School of Science
Fullerton Junior College (Calif.)
Geneseo State College (N.Y.)
George Washington University
Georgia Southern Hospital
Georgian Court College
Germain School of Photography
Glassboro State University
Graduate Hospital of Anesthesia
Hahneman Medical College
Hampton Institute (Va.)
Hiram Scott College (Nebr.)
Hofstra University (N.Y.)
Holy Family College
Houghton College (N.Y.)
Immaculata College
Indiana University (Ind.)
Indiana University of Pennsylvania
Inter-American University (Puerto Rico)
Ithaca College (N.Y.)
Jersey City State College
Joffery School (N.Y.)
Juniata College
Kansas State University
King's College
Kutztown State College
Lambuth College (N.J.)
Lanhanan School of Nursing
La Salle College
Lea College (Minn.)
Lebanon Valley College
Lock Haven State College
Louisiana Polytechnic Institute
Loyola College (Ill.)
Madison College (Va.)

Mansfield State College
Marquette University (Wi.)
Maryland Institute of Art
Marywood College
Medical College of Virginia
Memphis State University (Tenn.)
Mercer County Community College
Mercer Hospital School of Nursing
Mercyhurst College
Messiah College (Pa.)
Michigan State University
Midwestern College (Ia.)
Millersville State College
Minneapolis School of Art
Mississippi State College
Missouri Valley College
Monmouth College (N.J.)
Montclair State College (N.J.)
Moore College of Art
Moravian College
Morehead State University (Ky.)
Mount Mercy College
Mount St. Mary's College
Muhlenberg College
Murray State University (Ky.)

Nevada Southern University
New England Conservatory of Music
New Haven College
New Mexico State University
New York University
Nichols College (Mass.)
Northeastern University (Mass.)
Northern Illinois University
North Central College
North Texas State University
Ohio University
Ohio Northern University ,
Ohio State University
Oklahoma State College
Parsons College (Ia.)
Pembroke State College (N.C.)
Pennsylvania Institute of Technology
Pennsylvania State University
Philadelphia Academy of Fine Art
Philadelphia College of Art
Philadelphia College of Textiles & Sci.
Philadelphia General Hospital
Philadelphia Musical Academy
Point Park College
Princeton University (N.J.)

Quinnipiac College (Conn.)
Rider College (N.J.)
Rutgers University (N.J.)
St. Francis College (Me.)
St. Francis College (Pa.)
St. Joseph College (Md.)
Salem College (W.Va.)
Sam Houston State College
San Francisco State College
Schiller College (Germany)
Secretarial Bilingual Inst. (Ger.)
Shippensburg State College
Slippery Rock State College
Southeastern Massachusetts Univ.
Southern Colorado State College
Southern University (Fla.)
Spring Garden College
Stevens Institute of Technology
Stout State University (Wi.)
Suffold University (Mass.)
Susquehanna University
Swarthmore College
Syracuse University (N.Y.)
Tarkio College (Mo.)
Temple University
Texas A & M University
Texas Weslayan College
Thiel College
Thomas Jefferson University
Towson State College (Md.)
Trenton State College
Tyler School of Art
Union College (Ky.)
University of Akron (Ohio)
University of Arizona
University of Baltimore
University of Bridgeport (Conn.)
University of California at Los Angeles
University of Colorado
University of Dayton (Ohio)
University of Delaware
University of Denver (Colo.)
University of Florida
University of Houston (Texas)
University of Illinois
University of Kentucky
University of Maine
University of Maryland
University of Massachusetts
University of Miami (Fla.)

University of Michigan

University of Minnesota

University of Mississippi

University of Montana

University of Nebraska

University of Nevada

University of North Carolina

University of North Dakota

University of Pennsylvania

University of Pennsylvania Hospital

University of Pennsylvania Wharton School of Finance & Commerce

University of Pittsburgh

University of Portland (Ore.)

University of South Carolina

University of Southern California

University of Southern Florida

University of Southwestern Louisiana

University of Texas (Austin, Texas)

University of Utah

Upper Bucks County Area Vocational-Technical School

Ursinus College

Villanova University

Virginia Polytechnical Institute

Washington University (Mo.)

Waynesburg College

Weaver Airline School (Mo.)

Webster College (Mo.)

West Chester State College

Western Kentucky University

West Liberty College (W. Va.)

Westmar College (Ka.)

Westminster Choir College (N.J.)

West Virginia University

Wheeler School of Fashion

Wilkes College

William and Mary College

William Jennings Bryan College (Tenn.)

Wilmington College (Delaware)

Wilson College

Wittenberg University

Worcester Polytechnical Institute (Ma.)

Wyoming University

APPENDIX E

List of Employers of Graduates

of Bucks County Community College

Employers

A & G Foods Incorporated

Abbott & Cook Real Estate Co.

Abington Memorial Hospital

Acme Markets

Air Control Inc.

Airline Training Center

Ajax Cleaners

Aleman Imports

Allan Rothenburg

Alpha Laboratories

American Can Corporation

American Chain Cable Co.

American Cynamid Co.

American Electronic Laboratories

American Finance Corp.

ARCO Finance Co.

BACS Realty Co.

Bell Telephone Company

Bell Telephone Laboratories

Betz Laboratories

Blue Grass Foods Inc.

Boyertown Casket Co.

Bristol Township Police Force

Broad Street National Bank

Bucks County Community College

Bucks County Courier Times

Bucks County Department of Corrections

Bucks County District Attorney's Office

Bucks County Enterprises

Bucks County Juvenile Detention Home

Bucks County Republican Headquarters

Bucks County Theatre Company

Burlington Township School District

Butterworth Manufacturing Company

Canterbury Court Incorporated

Cassidy & Richlar Company

Cedar Crest College

Central Intelligence Agency

Central Penn National Bank

C.G.S. Scientific Corporation

Children's House of Bucks County

Chilton Research Company

Cohen, Shapiro, Shiekman

Columbia Electronics

Computer Hardware Consultants

Coral Seas Hotel

Curtin & Heefner, Esqs.

Davisville Pharmacy

Delmor Lanes

Department of Community Affairs

Doylestown Court House

Drexel, Harriman, Ripley, Inc.

Dynatrend Incorporated

Eastern Rotocraft Corporation

Educational Testing Services

Edgcomb Steel Corporation

Environmental Technology Corporation

E. R. Squibb & Sons

Fairless Steel Works

Fidelity Bank

Financial Services, Incorporated

First Federal Savings & Loan Assn.

First Trenton National Bank

Fischer & Porter Inc.

F. M. C. Corporation

Frey Machine Products Co.

F. W. Woolworth Company

Gentsch's Nursery

Goodyear Tire & Rubber Co.

Gordon's Jewelers

Greater Northeast Realty

Hamburg State School & Hospital

Hampton Volkswagen Dealer

Helene Fuld Hospital

Heritage Data Processing Company

Holiday Inn

Holy Redeemer Hospital

Hope Ridge Farms Inn

Hunterdon National Bank

Immaculata Conception School

Insurance Company of North America

International Computaprint Corporation

International Pharmaceutical Corporation

ITT Nesbitt Company

Jacques de Loux, Incorporated

J. Carrol Malloy, Realtor

Jesse E. Terry Inc.

J. M. Fields Co.

John Hancock Insurance Co.

Kelsey, Kelsey & Perlman Esqs.

Kent Cigarette Company

Keystone A.A.A.

LaBrum & Doak

LaRosa & Sons

(Dr.) Charles Lavine, D.D.S.

Lebergern & Burns

Lifetime Products Inc.

Liggett & Myers, Incorporated

Lou & Mike's Restaurant

Lower Bucks Hospital

McCoy, Evans & Lewis

Media Five Agency for Musicians

McNeil Laboratories, Incorporated

Mercer Hospital

Meserov, Gilman, Joffe & Levin

Microcom Corporation

Miller Tire Co.

Moss Rehabilitation Hospital

National Cash Register Company

National Free Lance Photographers

Nativity of Our Lord School

Nazareth Hospital

Neshaminy Manor Home for Aged

New Hope Craft Shop

New Jersey Hospital Association

New Jersey Manufacturing Co.

New York Life Insurance Co.

Nicholas Hardware Co.

Northwest Orient Airlines

Office of the Public Defender

O'Neal's Card Shop

Optical Scanning Corporation

Penn Central Railroad Co.

Penn Fruit Co.

Penn Mutual Life Insurance Co.

Pennsbury School District

Pennsylvania State Police

Philadelphia Saving Fund Society

Philco-Ford Corporation

Piggy Bank Shopper

Photomat Company

Plasterers Inc.

Plastics Incorporated

Prodesco Incorporated

Prudential Insurance Company

Pyco Incorporated

Quakertown Shor Store

RCA Laboratories

Reading Railroad Co.

Reedman Corporation

Research for Better Schools

Rite-Aid Discount Center

Rockower Brothers Inc.

Rohm & Haas

Wm. H. Rorer, Incorporated

Royal Typewriter

St. Ann's Elementary School

St. Anselon School

St. Basil Academy

St. Bede's School

St. Francis Hospital

St. Joseph's School

St. Michael's School

Schnader, Harrison, Segal & Lewis

Schutte & Koerting, Incorporated

Sears Roebuck & Co.

S & M Electric Industries

Social Securtiy Administration

Southampton Township Maintenance Dept.

Sperry Rand Corporation (Div. of Univac)

Stokes Molded Products

Stover Company

Stephen & Leamon Carpet Company

Strawbridge & Clothier

Strick Trailer Company

Sun & Fun Nursery School

Tabor Home for Children

Temple Health Science Center

TenCate Associates

Thatcher Plumbing & Heating Co.

Thiokol Chemical Corporation

Towers, Perrin, Foster & Crosby Inc.

Trainer's Restaurant

Transistor Equipment Center

Union Camp Corporation

U.S. Civil Service

United States Gauge Company

United States Post Office

U.S. Steel Corporation

Univac Corporation

Upper Darby School District

Used Fork Lifts

Valley Day School

Vicks Manufacturing Co.

Virco Furniture Co.

Wagner Electrical Supplies Co.

Walsh, Durben & White

(Dr.) F. Waltzer, M.D.

(Dr.) Wayman, M.D.

Warminster Area Day Care Center

Western Electric Co.

Western Electric Research Center

Western Savings Bank

WIDA Radio Station

Wilkinson & Sharp

Willow Grove Naval Air Station

Winn Dixie Food Chain

Wintz Brothers

Wood's School

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION